Evaluation of the Quality of Counseling Services in Improving the Achievement Motivation of Senior High School Students

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Abstract. Achievement motivation is an important predictor that affects students' academic achievement. One of the assistance efforts provided by counselors in order to help solve problems faced by students is to provide counseling services. One of the important things related to the quality of counseling services is the implementation of evaluation. The purpose of the study was to evaluate the suitability of the implementation of counseling services with predetermined standards in increasing student achievement motivation. The evaluation model used in analyzing the quality of counseling services for high school students in Surabaya city is the discrepancy model developed by Provus. The results of the evaluation of the implementation of counseling show that: (a) the actual performance of the counselor in providing counseling services is quite in accordance with the performance standards for providing counseling services that have been determined; (b) the actual competence of counselors in providing counseling services is sufficient in accordance with the competency standards for providing counseling services that have been determined.

Keywords: Quality of counseling services · Achievement motivation · Senior High School Students

1 Introduction

The quality of high school graduates is strongly influenced by the achievement of graduate competencies which are manifested in academic achievement. Achievement motivation is an important predictor that affects students' academic achievement [1–5]. McClelland concluded that achievement motivation can contribute up to 64% of learning achievement [6]. In addition, achievement motivation is an important mediating variable for academic procrastination and academic dishonesty [7–9]. However, the higher the school level, the student's achievement motivation tends to decrease [11].

Surabaya is the second largest city and one of the education cities in Indonesia. There are 22 State Senior High Schools in the city of Surabaya. Based on Prihandrijani's research at one of the "X" high schools in Surabaya, it shows that the achievement motivation variable significantly affects academic flow [12].

The preliminary study was conducted in December 2021 at the Surabaya City State Senior High School involving 1,809 students as respondents. The instrument used is the achievement motivation scale which has been developed based on McClelland's theoretical construct [6] and has been tested for validity and reliability. Based on the results of the launch of the online achievement motivation scale through google form, data obtained that 0.83% of students have high achievement motivation, 66.33% of students have medium achievement motivation, and 32.84% of students have achievement motivation in the category low. Based on these data, there are still many students who experience low achievement motivation.

One of the assistance efforts provided by counselors in order to help solve problems faced by students is to provide counseling services. Counselors have a responsibility to provide professional counseling services to counselees in an effort to help improve achievement and develop self-potential in students at school. Theoretically for Indonesia, counselors at the high school level have a percentage of responsive service delivery time (including counseling) between 15–25% [13, 14]. The time given is very limited compared to the other two services, namely basic services and individual planning. Counseling is a professional relationship carried out by the counselor to help the counselee gain understanding and clarify or clarify his views to be used throughout life so that the counselee at every opportunity can make useful choices according to the specific essential nature of his surroundings [15].

Evaluation is an activity to collect information about the progress of an activity, which is then used to determine appropriate alternatives in making decisions regarding the sustainability of the activity. According to Provus evaluation aims to determine the level of conformity between the standards that have been determined with the actual appearance of the program [16]. This understanding implies that the purpose of the evaluation is to obtain an overview of the suitability of the implementation of counseling services with predetermined standards so that recommendations are obtained as an effort to improve the quality of counseling services in schools.

Based on the above background, the objectives of this evaluation study are: (1) to find out the gap between the actual performance of counselors in providing counseling services and the performance standards of providing counseling services that have been set; (2) knowing the gap between the actual competence of counselors in providing counseling services with the competency standards for providing counseling services that have been determined.

2   Method

The evaluation research model used in analyzing the quality of counseling services at Senior High Schools in the city of Surabaya a is the discrepancy model (gap model) developed by Provus [16]. The discrepancy model describes the gap between the standards (defined standards) in the counseling service program and the actual performance of the counseling service program in schools. To achieve the evaluation objectives, the evaluation follows five stages, namely: definition analysis, installation analysis, process analysis, and results analysis (Fig. 1).

The evaluation instruments used to determine the gap between the actual achievement and the standard of counseling services are: (1) Checklist for Evaluation of Counselor
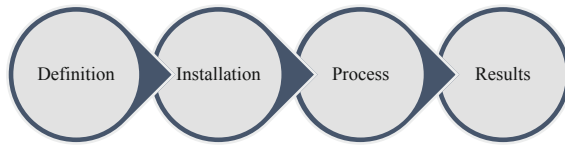
Fig. 1. Discrepancy Evaluation Model [16]

Performance in implementing counseling services. This questionnaire was developed by researchers based on evaluation service standards published by Indonesian Guidance and Counseling Association [13]; (2) Self-Reflection Format of Counselors Competence in providing counseling services based on school counseling competencies published by the American Counseling Association [17].

The instrument aims to collect complete data regarding the actual performance, competence, and process of implementing counseling services, which will then be compared with the standards that have been set.

3   Result and Discussion

3.1   Result

3.1.1   Performance of Counselors in Providing Counseling Services

The results of the analysis of the implementation of counseling services in terms of the counselor's performance in providing counseling services include six indicators, namely: (1) professional school counselors have the knowledge needed in the context of effective counseling services; (2) professional school counselors conduct assessments to understand the counselee's condition, needs, and problems; (3) professional school counselors design counseling services; (4) professional school counselors implement counseling services; (5) professional school counselors evaluate the process and results of counseling service activities; (6) professional school counselors develop case transfer resources (referrals) and consultations related to counseling services. Based on the results of the launch of the instrument, then an analysis and interpretation of how the counselor's performance in the implementation of counseling services in schools is carried out is carried out. According to the results of data analysis, from the six indicators, the overall performance of counselors in implementing counseling services shows a fairly good category. Indicators 1, 2, 3, and 5 show quite good performance, but indicator 4 and 6 shows poor performance (Table 1).

Indicator 1 regarding the knowledge needed in the context of effective counseling services shows that the counselor has a fairly good performance. This can be seen from the performance of the counselor who is quite good in: (a) developing knowledge of issues regarding the development and problems of the counselee as a teenager; (b) develop knowledge of counseling theories; and (c) develop knowledge of basic communication techniques in counseling services.

Indicator 2 regarding the assessment to understand the condition, needs, and problems of the counselee shows that the counselor has a fairly good performance. This can be seen from the performance of counselors who are quite good in: (a) digging up data on

Table 1. Performance of counselors

No.	Indicator	Category	
		Fairly Good	Poor
1	The knowledge needed in the context of effective counseling services	3 aspect	-
2	The assessments to understand the counselee's condition, needs, and problems	3 aspect	1 aspect
3	The design of counseling services	5 aspect	1 aspect
4	The implementation of counseling services		5 aspect
5	The assessment of the process and results of counseling service activities	2 aspect	1 aspect
6	The development of case transfer resources (referrals) and consultations related to counseling services	–	3 aspect

student problems from various sources; (b) interpreting the data obtained; and (c) follow up on the data obtained. However, the counselor has poor performance in providing a special storage place for counselee data that is separate from other data.

Indicator 3 regarding the design of counseling services shows that the counselor has a fairly good performance. This can be seen from the performance of the counselor who is quite good in: (a) making an analysis of the counselee's needs; (b) schedule individual and group counseling services; (c) providing information on counseling services to students; (d) socializing the benefits of counseling to students; and (e) planning counseling services for students suspected of needing it. However, the counselor has poor performance in providing adequate counseling space.

Indicator 4 regarding the implementation of counseling services shows that counselors have poor performance. This can be seen from the performance of the counselor which is quite good in: (a) the implementation of communication techniques and counseling techniques in the counseling process; (b) the suitability of the theory used with the characteristics and problems of the counselee; (c) the suitability of the theory used with the characteristics of the counselor; (d) the development of microskills of counselors in the counseling process; and (e) application of professional ethics and confidentiality in the counseling process.

Indicator 5 regarding the assessment of the process and results of counseling service activities shows that the counselor has a fairly good performance. This can be seen from the performance of counselors who are quite good in: (a) journaling counseling services; and (b) conduct counselor self-reflection. However, the counselor has poor performance in making a follow-up schedule for the counselee's development.

Indicator 6 regarding the development of case transfer resources (referrals) and consultations related to counseling services shows that counselors have poor performance. This can be seen from the counselor's poor performance in: (a) making reports on the results of collaboration with related parties in the context of counseling services; (b)

make reports on the results of internal collaboration (principals, teachers) for referrals; and (c) make reports on the results of external cooperation in the context of referrals.

3.1.2 Competence of Counselors in Providing Counseling Services

The results of the analysis of the implementation of counseling services in terms of the counselor's competence in providing counseling services include nine competencies, namely: (1) helping schools and achieving student goals; (2) designing and implementing comprehensive, developmental school counseling programs; (3) managing the school counseling program; (4) providing individual and group counseling (5) consulting with parents, teachers, administrators, and others; (6) coordinate services available to students, their families, teachers, and school-related personnel; (7) facilitate the educational, personal, social, and career development of all students; (8) help select and interpret student assessment data; and (9) demonstrating professional development and ethical standards. Based on the results of the launch of the instrument, then an analysis and interpretation of how the counselor's competence in the implementation of counseling services in schools is carried out is carried out. According to the results of data analysis, of the nine indicators, the overall competence of counselors in implementing counseling services shows a fairly good category. Competencies 2, 3, 5, 6, 7, 8, and 9 show a fairly good category, even competence 1 shows a very good category. However, competency 4 shows a poor category (Table 2).

Competency 1 is about helping schools and achieving student goals, indicating that the counselor has very good competence. This can be seen from the competence of a good counselor in: (a) actively involved in personal career development planning; (b)

Table 2. Competence of counselors

No.	Indicator	Category		
		Very Good	Fairly Good	Poor
1	Helping schools and achieving student goals	3 aspect	–	1 aspect
2	Designing and implementing comprehensive, developmental school counseling programs	1 aspect	9 aspect	4 aspect
3	Managing the school counseling program	–	2 aspect	4 aspect
4	Providing individual and group counseling	–	2 aspect	9 aspect
5	Consulting with parents, teachers, administrators, and others	–	2 aspect	3 aspect
6	Coordinate services available to students, their families, teachers, and school-related personnel	–	2 aspect	2 aspect
7	Facilitate the educational, personal, social, and career development of all students	–	5 aspect	2 aspect
8	Help select and interpret student assessment data	–	5 aspect	4 aspect
9	Demonstrating professional development and ethical standards	–	4 aspect	–

participate in professional development and continuing education opportunities on a regular basis; and (c) keep abreast of current innovative strategies and theories in the counseling field. However, the counselor has poor competence in explaining personal and professional strengths and limitations.

Competency 2 regarding designing and implementing developmental school counseling programs, shows that counselors have fairly good competencies. This can be seen from the competence of counselors who are quite good in: (a) assessing the needs of all students served by preparing and managing comprehensive needs assessments from students, teachers, administrators, other school personnel, and parents; (b) develop, implement, and coordinate a developmental school counseling curriculum covering the main areas of developmental need: personal, social, academic, and career; (c) ensuring that developmental school counseling programs address the personal, social, educational, and career needs of all students; (d) ensuring that developmental school counseling programs meet the specific needs of all students (eg, problematic, gifted and talented, disabled, multicultural minorities); (e) develop and coordinate a collaborative team approach to program implementation involving all members of the school counseling team (eg, students, counselors, parents, teachers, administrators, and community resource persons); (f) assisting students in educational and career planning; (g) assisting students in the transition between grades or levels of education; (h) market and inform students, parents, teachers, and administrators about developmental school counseling programs and services available; and (i) developing and managing the program budget. Even in understanding the intellectual development, ego, morals, and task-oriented theories of children and adolescents as well as the physiological development of children and adolescents, counselors demonstrate very good competence. However, in the following competencies the counselor shows poor competence in terms of: (a) encouraging and assisting classroom teachers in carrying out guidance activities; (b) evaluate the program through various methods to ensure that the developmental school counseling program meets the needs of the school; (c) use the results of program evaluations to disseminate program results to school personnel, parents, students, and the community; and (d) integrating the results of personal evaluations to revise and improve the school counseling program.

Competency 3 regarding managing school counseling programs, shows that counselors have quite good competence. This can be seen from the competence of counselors who are quite good in: (a) providing and maintaining a budget for school counseling programs; and (b) attend professional development workshops that will update skills and knowledge in areas related to student needs. However, counselors demonstrated poor competence in: (a) maintaining a counselor-student ratio to provide appropriate services; (b) have the appropriate resources (books, videos, computers, programs, activity books, secondary material posts, college catalogs, and career materials) available to meet the needs of all students; (c) have appropriate individual and group counseling rooms to meet the needs of all students; and (d) have telephones and computers available at the guidance and counseling office.

Competency 4 regarding the provision of individual and group counseling, indicates that the counselor has poor competence. This can be seen from the competence of counselors who are not good in terms of: (a) using a consistent theoretical framework to offer effective counseling to students; (b) individual counseling to meet students' remedial,

preventive, and developmental needs; (c) identify students who need additional counseling; (d) develop and disseminate methods to inform students, staff and parents about procedures for obtaining individual or group counseling services; (e) respond appropriately and effectively to students, staff and parents in crises; (f) collect data to examine how the school counseling program is making a difference; and (g) prepare and maintain appropriate records; (h) developing community referral networks and consulting resources; and (i) providing group counseling to meet the remedial, preventive, and developmental needs of students. Even counselors demonstrate fairly good competence in: (a) maintaining appropriate confidentiality; and (b) developing, collecting, analyzing, and interpreting data.

Competency 5 regarding consultation with students' parents, teachers, administrators, and others, shows that the counselor has quite good competence. This can be seen from the competence of the counselor who is quite good in terms of: (a) consulting with teachers, administrators, and staff to meet student needs in various areas such as attendance, progress, and motivation; and (b) conduct case conferences on specific issues and issues relating to typical developmental problems. However, the counselor showed poor competence in: (a) consulting with students and parents regarding family circumstances that affect school attitudes and performance; (b) assisting teachers in developing curricula in areas related to counseling, such as career development and psychosocial development; and (c) conduct staff development in areas that may affect student problems at school, such as depression, suicide, attention deficit hyperactivity disorder, eating disorders, risk of failure, hornlessness, violence, and pregnancy.

Competency 6 regarding coordinating services available to students, families, teachers, and related school personnel, shows that counselors have fairly good competence. This can be seen from the competence of counselors who are quite good in terms of: (a) encouraging cooperative relationships between schools, businesses, and members of the local community; and (b) make referrals to professionals within the school system if deemed necessary. However, counselors demonstrated poor competence in: (a) developing effective referral processes to assist students and school personnel in obtaining specialized individual services within the school system and community institutions; and (b) make appropriate referrals to outside agencies where necessary.

Competency 7 regarding facilitating education, personal, social, and career development of all students, shows that the counselor has quite good competence. This can be seen from the competence of counselors who are quite good in terms of: (a) helping students understand the relationship between education, career, and human development as a whole; (b) collaborate in identifying, acquiring and disseminating appropriate resources for educational and career development; (c) hold meetings with students to raise career awareness; (d) helping students develop decision-making skills; and (e) facilitating the education and planning and decision making of students' careers both short and long term. However, counselors demonstrated poor competence in: (a) encouraging teachers to integrate career development into the curriculum; and (b) encourage parents to participate in student planning and decision making.

Competency 8 is about helping to select and interpret student assessment data, indicating that the counselor has quite good competence. This can be seen from the competence of counselors who are quite good in terms of: (a) coordinating the organization,

accumulation, and maintenance of student records with administrative staff; (b) interpret student information and assessment data for students, parents, teachers, and administrators; (c) use assessment data to assist students in placement decisions; (d) use assessment data to identify students with specific needs; and (e) reviewing student progress and reporting to parents, teachers, and administrators on student progress, adjustment, and achievement. However, counselors demonstrated poor competence in: (a) serving on committees to assist with assessment choices used by the school system; (b) serve on the committee for the selection of individual and group assessment instruments; (c) coordinating interviews and identifying the needs of new students and parents prior to new student enrollment; (d) serve on the committee to determine the appropriate assessment tool for the student being evaluated.

Competency 9 is about demonstrating professional development and ethical standards, indicating that the counselor has fairly good competence. This can be seen from the competence of the counselor who is quite good in terms of: (a) obtaining his professional mandate from the principal; (b) maintain active membership in local and national organizations (Consultation of Guidance Counseling Teachers and the Indonesian Counseling Guidance Association); (c) adhere to the code of ethics for professional counselors developed by the Indonesian Counseling Guidance Association; and (d) comply with school committees and school policies.

3.2 Discussion

Analysis of the results of the evaluation of the implementation of counseling services in schools, which includes two aspects, namely the performance of counselors in implementing counseling services and the competence of counselors in implementing counseling services. The first aspect regarding the performance of counselors in implementing counseling services includes six indicators, namely: (1) professional school counselors have the knowledge needed in order to provide effective counseling services; (2) professional school counselors conduct assessments to understand the counselee's condition, needs, and problems; (3) professional school counselors design counseling services; (4) professional school counselors implement counseling services; (5) professional school counselors evaluate the process and results of counseling service activities; (6) professional school counselors develop case transfer resources (referrals) and consultations related to counseling services [13].

The counselor's knowledge of counseling which includes: (1) the counselor's mastery of developmental issues, (2) the counselor's mastery of counseling theory, and (3) the counselor's mastery of the basic communication skills of counseling, is generally sufficient in accordance with the standards [13]. Counselors as professional service providers should ideally be able to demonstrate their professional performance by thoroughly mastering developmental issues, understanding and mastering counseling approaches and basic counseling communication skills so that the counseling services provided are safe services. For the safe services they provide, counselors are considered as safe practitioners [18] and also considered as the reflective practitioners [19], because they always observe the possible long-term impact of their services on service recipients.

Analysis of counseling needs is one of the barometers of the implementation of counseling services. Analysis of counseling needs is a series of efforts made to capture

student needs for counseling. Analysis of counseling needs includes: (1) analyzing the counselee's needs for counseling; (2) extracting counselee data from various sources; (3) has a special storage area for counselee data; (4) designing a special schedule for counseling services; and (5) provide information about the existence and benefits of counseling. Conducting an assessment to understand the condition and needs of the counselee, in general, is in accordance with the standard. The assessment is carried out as an effort to identify the counselee's need for counseling services. What needs attention from the assessment aspect is the follow-up of the assessment results obtained, where there are still some counselors who tend to be passive in following up on the assessment results. For this reason, the BK coordinator at the school needs to supervise related to the follow-up of the assessment results, so that the assessment results are useful in identifying the counselee's need for counseling services [13].

The counseling service design activities in schools were researched, in accordance with the standards, namely the preparation of counseling service designs as an effort to provide optimal counseling services. However, there is one thing that needs attention, namely the preparation of the counseling room setting. Counselors are not good at conveying and socializing the need for facilities and infrastructure related to the implementation of counseling services so that the existing counseling room is inadequate. For this reason, counselors need to be more active in negotiations and coordination in providing adequate counselee space [20].

In schools, research shows that the implementation of counseling needs analysis has been going well. Counselors as counseling service providers carry out their duties well to capture the level of student need for counseling. To capture students' needs for counseling, counselors distribute counseling needs questionnaires. Another effort taken by the counselor is to provide information or socialize the existence and benefits of counseling. This information is provided to students, teachers and other stakeholders. In addition, counselors also carry out data collection activities from various sources. From the results of data mining, it was identified students who needed further treatment through counseling services. From the results of extracting data that identifies students who need counseling services, counselors design a special schedule for counseling services. This schedule is arranged so that counseling services are optimal and not disturbed by the schedule of other counselors' activities [21]. This factual finding is in accordance with the established standards [13] and is in accordance with the objectives to be achieved by the school with regard to counseling services.

The second aspect regarding the competence of counselors in implementing counseling services includes nine competencies, namely: (1) helping schools and achieving student goals; (2) designing and implementing comprehensive, developmental school counseling programs; (3) managing the school counseling program; (4) providing individual and group counseling (5) consulting with parents, teachers, administrators, and others; (6) coordinate services available to students, their families, teachers, and school-related personnel; (7) facilitate the educational, personal, social, and career development of all students; (8) help select and interpret student assessment data; and (9) demonstrating professional development and ethical standards [17].

One of the reasons for the professionalism of providing counseling services in schools is the high professional competence of counsellors [22]. Counselors as professionals

must be competent in providing professional counseling services. The competence of counselors in the schools studied was good enough or quite in accordance with the standards of the American Counseling Association [17]. Maybe just for the record, there are still indications that the mastery of counseling basic skills is not optimal. Counseling basic skills should be mastered well and integrated in the counselor [23].

Counseling basic skills are the key to implementing the counseling process [24]. In the counseling process should choose the appropriate counseling approach so that the counseling process runs effectively and efficiently [25]. How will the counseling process run effectively if the counselor is not qualified in choosing and implementing a counseling approach. The obvious result is that the counseling process is not in accordance with the existing counseling rules so that there is no difference from ordinary consultation.

4   Conclusion

Based on the results of the evaluation carried out on the implementation of counseling services, there are several things that can be concluded, namely: (1) The actual performance of the Surabaya City State Senior High School counselor in providing counseling services to increase achievement motivation is quite in accordance with the performance standards of providing counseling services that have been set. (2) The actual competence of the Surabaya City Senior High School counselor in providing counseling services to increase achievement motivation is quite in accordance with the competency standards for providing counseling services that have been determined. However, there are still indications that the mastery of counseling basic skills is not optimal.

Authors' Contributions. Bambang Dibyo Wiyono conceived of and designed the study. Mochamad Nursalim analyzed and in- terpreted the data. Titin Indah Pratiwi drafted the paper and Muhammad Farid Ilhamuddin critically revised it for important intellec tual content. All authors gave final approval of the version to be published.

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